

דגם תשובות לשאלון באנגלית, שאלון ו' – ספרות, MODULE F – LITERATURE
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GENERAL GUIDELINES FOR MARKING
MODULE F – LITERATURE

General comments

- Grades are allotted according to the rubrics – 80% percent for content and 20% for language. In-between percentages can be given. Multiple choice questions are worth either 100% or 0%.
- Deduct first for content of answers. (Wrong answer = 0 points, regardless of language.)
- The Answer Key gives possible answers to the questions. Alternate answers to all questions may be accepted if appropriate. Use your judgment, bearing in mind that there are different approaches to teaching literary texts.

Rubric 1:

Criteria	Descriptors				
Content	<ul style="list-style-type: none"> Answer is relevant to the question. There is sufficient and fully accurate reference to the text. The answer includes supporting details / examples when necessary. Message is clear. 		<ul style="list-style-type: none"> Answer is partially relevant to the question. There is some reference to the text and / or the reference is partially accurate. The answer does not include sufficient details / examples when necessary Message is partially clear. 		<ul style="list-style-type: none"> Answer is not relevant to the question. There is no reference to the text or the reference is inaccurate. The answer is general and does not relate to the text. Message is unclear.
	80%	70%	60%	40%	0%
Language	<ul style="list-style-type: none"> Correct use of language: grammar, vocabulary, spelling and punctuation. 		<ul style="list-style-type: none"> Partially correct use of grammar, vocabulary, spelling and punctuation. 		<ul style="list-style-type: none"> Incorrect use of grammar, vocabulary, spelling and punctuation.
	20%	15%	10%		0%

There is no deduction for answers shorter / longer than recommended length.

Rubric 2:

Criteria	Descriptors				
Content	<ul style="list-style-type: none"> Correlation between choice of thinking skill and explanation. Relevant reference to the text. 		<ul style="list-style-type: none"> Partial correlation between choice of thinking skill and explanation. Partially relevant reference to text. 		<ul style="list-style-type: none"> No correlation between choice of thinking skill and explanation. No relevant reference to text.
	80%	70%	60%	40%	0%
Language	<ul style="list-style-type: none"> Correct use of language: grammar, vocabulary, spelling and punctuation. 		<ul style="list-style-type: none"> Partially correct use of grammar, vocabulary, spelling and punctuation. 		<ul style="list-style-type: none"> Incorrect use of grammar, vocabulary, spelling and punctuation.
	20%	15%	10%	5%	0%

In these items there is more than one possible answer. Different thinking skills may be relevant, as long as they are supported by the text and can be explained in question e.

There is no deduction for answers shorter / longer than recommended length.

Bridging Text and Context (30 points)

Criteria	Descriptors				
Content	<ul style="list-style-type: none"> • All information is relevant and accurate. • Details / examples from the text are given to support the answer. • Answer clearly shows connection between the new information and the text. • Answer is well organized. • Message is clear. 		<ul style="list-style-type: none"> • Most information is relevant and accurate. • Details / examples given to support the answer are insufficient and / or not entirely appropriate. • Answer partially shows connection between the new information and the text. • Answer is fairly well organized. • Message is partially clear. 		<ul style="list-style-type: none"> • Most information is irrelevant or inaccurate. • No details / examples are given to support the answer. • Answer does not show connection between the new information and the text. • The answer is poorly organized. • Message is unclear.
	80%	70%	60%	40%	0%
Language	<ul style="list-style-type: none"> • Correct use of basic language structures. • Mostly correct use of advanced language structures. • Hardly any errors of mechanics (spelling, punctuation). 		<ul style="list-style-type: none"> • Mostly correct use of basic language structures. • Incorrect or no use of advanced language structures. • Some errors of mechanics (spelling, punctuation). 		<ul style="list-style-type: none"> • Incorrect use of basic language structures. • Many errors of mechanics (spelling, punctuation).
	20%	15%	10%	5%	0%

There is no deduction for answers shorter / longer than recommended length (80-100 words).

ANSWER KEY

Alternate answers to all questions may be accepted if they can be supported by the text.

PART I

Pupils are required to answer question 1 (a-e) OR question 2 (a-e).

1. EVELINE

a. i, ii (Use Rubric 1)

Two of the following or other suitable answers in any order:

She had shelter and food. / She had to work hard. / Her mother was dead. / She was not married. / Her father threatened her. / She took care of the family. / She gave her earnings to her father.

b. i, ii (Use Rubric 1)

Two of the following or other suitable answers in any order:

He was kind, manly, open-hearted. / He took her to shows. / He gave her attention and respect. / She could go away with him to Buenos Ayres. / He was handsome. / He was fond of music. / He sang to her. / He called her Poppens. / He had tales of different countries.

c. (Use Rubric 1)

Students can relate to one or more of the following:

- Eveline is a very passive person and finds it hard to make decisions. e.g., She sat by the window for a long time before she suddenly jumped up when she thought about the life her mother had lived.
- Eveline had promised her mother to keep the home together as long as she could.
- Eveline did not find her life wholly undesirable when she thought about leaving. e.g., Her home was familiar. She had some happy memories.
- Eveline comes from a Catholic family and duty is very important to her. e.g., There are pictures of a priest and a saint who made great sacrifices for religion in her house.
- Eveline's mother had lived a life of sacrifice which made her mother go crazy.
- Eveline does not really believe she deserves happiness.
- Eveline had a fear of the unknown.

d. (Use Rubric 1)

Possible thinking skills: Prediction / Generating Possibilities / Different Perspectives

Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question e.

Possible information that can be adapted according to the thinking skill chosen:

Agree:

- She had a very difficult life at home which would not improve with time.
- She might not find a husband.
- Her father might get worse and might even hit her.
- This was her only chance to escape, to live a new and exciting life in a different country with a man she loved and who cared for her.
- She would have the same fate as her mother.

Disagree:

- Eveline was a passive and frightened girl and she would not manage on her own in a different country.
- She would always miss her home and her family.
- Because of her religious background she would always feel guilty that she left and didn't keep her promise to her mother.
- Frank was a sailor and might not be responsible. He might leave her or at least not take care of her.
- Her family would not be able to manage without her. Who would take care of her brothers?

e. *(Use Rubric 2)*

Possible explanations for thinking skills:

Prediction:

Agree: We know enough about Eveline's life and character to understand that nothing is going to change and she will probably continue to have a terrible life like her mother.

Disagree: Eveline is a religious girl and duty is the most important thing to her. Therefore, she will feel guilty and unhappy in Argentina.

Generating Possibilities:

Agree: If she had gone away she would have been happy in Argentina and escaped her difficult life.

Disagree: Her conscience will be clear. She will fulfill the role expected of her. She will continue to live her old familiar life which she needs to make her happy and give her a sense of security.

Different Perspectives:

In order to judge Eveline's decision we can look at it either from her perspective – the time, place and culture in which she lived – according to which it would be wrong for her to leave, or from that of James Joyce who thinks that she is ruining her life by staying in Ireland.

2. RICHARD CORY

In questions 2a and 2b deduct half of the mark for content if the students do not use their own words to answer, i.e., if they quote full phrases from the text.

a. i, ii (Use Rubric 1)

Two of the following or other suitable answers in any order:

They were poor. / They were hungry. / They admired/were jealous of Richard Cory. / They were religious. / They worked hard. / They had hope their lives would improve.

b. i, ii (Use Rubric 1)

Two of the following or other suitable answers in any order:

He is like a king for them. / He is a gentleman. / He is kind. / He is well-educated. / He has a lot of money. / They see him as a person they want to be. / He is well-dressed. / He is good-looking. / He is slim. / He is polite. / He doesn't act like he is better than they are.

c. (Use Rubric 1)

Students can relate to one or more of the following:

- People are not always what they seem to be.
- You can never know what is going on in someone else's head.
- People who seem to have everything may be very unhappy.
- Ironically, those who have nothing might be happier than those who have everything.
- Life can be very surprising.

d. (Use Rubric 1)

Possible thinking skills: Generating Possibilities / Comparing and Contrasting.

Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question e.

Possible information that can be adapted according to the thinking skill chosen:

- The townspeople would probably not admire him as much or be as jealous as they were of Richard Cory because they might understand that his life might not be as good as it looks.
- The townspeople might be friendly to him because they would want to make him feel that he is not alone.
- They might not want to have anything to do with him because they wouldn't want to be disappointed.
- They might behave exactly as they did with Richard Cory because people do not always learn from experience.
- People like to have someone to look up to and probably would probably admire a new Richard Cory in the same way.

e. (Use Rubric 2)

Possible explanations for thinking skills:

Generating Possibilities:

Because, based on human nature and the different ways people react to situations, we can think of many alternative reactions the townspeople may have toward another successful person like Richard Cory.

Comparing and Contrasting:

Because we are comparing what the townspeople felt about Richard Cory in the poem to how they would feel towards somebody like him in the future.

PART II

Pupils are required to answer all parts of question 3 (a-e).

3. ALL MY SONS

a. (2) fighting for something you believe in (*worth 100% or 0%*)

b. (*Use Rubric 1*)

... her son Larry is missing and all she has is this tree planted in his memory.

c. (*Use Rubric 1*)

Kate is trying to remind George about his warm relationship with the Keller family when he was a child and that despite everything that happened he is still a friend of the family. She wants him to stay loyal to the Kellers and not cause trouble about the cylinder heads court case.

d. (*Use Rubric 1*)

Possible thinking skills: Uncovering Motives / Parts and Whole / Sequencing

Any other thinking skills are acceptable as long as they are supported by the text and can be explained in question e.

Possible information that can be adapted according to the thinking skill chosen:

This statement is a turning point in the play.

- Until now the audience believed that Keller was innocent.
- We now understand why Keller didn't come into the factory that day.
- We now understand why Kate refuses to accept the fact that Larry is dead.
- George has proof that his father's story about the cylinder heads court case is true. He now knows that Keller was lying about the day the cylinders were repaired.
- We begin to understand Kate's motive for trying to make George forget what his father told him.
- We can now understand why Keller kept reminding George about the times Steve refused to take responsibility.

e. (*Use Rubric 2*)

Possible explanations for thinking skills:

Uncovering Motives:

From the information we are given at this point in the play we can begin to understand the motive for Kate's behavior in this scene and in the rest of the play and for Keller's behavior from the beginning.

Parts and Whole:

Because of the previous scenes hinting at Joe's guilt, this scene helps us make sense of the different clues given in Acts I and II and understand the whole truth about Joe's responsibility for shipping the defective cylinder heads.

Sequencing:

The audience is only now given information that Joe and Kate have had all along. The author has held it back so that we experience it as a shock as Chris did.

PART III

Pupils are required to answer question 4 **OR** question 5.

4. A SUMMER'S READING

Possible points to be developed into answers:

- If you want something, then dreaming or lying won't get you there, you have to work hard to achieve it.
- The respect of others is worth nothing if you don't respect yourself.
- It isn't enough to be literate and intelligent. You have to do something with it.
- You need education to improve your situation in life.
- Don't waste your life and potential.

Possible answer:

As in Malamud's other works *A Summer's Reading* has a clear moral lesson. The moral lesson here is shown through Mr. Cattanzara. He represents the adult who didn't make anything of himself despite his intelligence. He reads *The New York Times* every day yet he works as a changemaker in the subway. He also has a drinking problem which shows that he is unhappy and frustrated with his life. Mr. Cattanzara tries to show George that he still has a chance to avoid the mistakes he himself has made and can change his life, but he can't do that by lying, being lazy or living in his imagination.

5. MUSÉE DES BEAUX ARTS

Possible points to be developed into answers:

- In the poem the writer talks about paintings he saw in the Musée Des Beaux Arts in Belgium.
- In all of the paintings described in the poem something extraordinary is happening and others go on with their regular lives:
 - There is a miraculous birth but children carry on playing.
 - In *Landscape with the Fall of Icarus*, Icarus comes to a tragic end and nobody cares.
- Those who are not directly involved in an event don't notice / care what happens.
- Artists and poets notice things in life that most of us don't notice.

Possible answer:

The paintings (and the poem itself) show how people can be indifferent to the suffering of others. For example, in Brueghel's painting of Icarus, Icarus is falling into the sea and the shepherd continues to herd his sheep, the ploughman continues to plough, and the ship nearby sails away. People continue with their normal routines, and don't notice important things that are happening to those around them. This new information shows me that the only one who is aware of others' distress is the artist who is outside the scene. The artist as a sensitive observer of life can make things clear that we otherwise might not be aware of.

APPENDIX TO PARTS I and II

Thinking Skills

- Comparing and Contrasting
- Making Connections
- Parts and Whole
- Different Perspectives
- Causal Explanations
- Uncovering Motives
- Generating Possibilities
- Sequencing
- Synthesis
- Classifying
- Prediction
- Problem Solving
- Application